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Successful strategies for increasing ethnic minority representation in the teaching force must emphasize significant efforts at the two-year college level. These colleges are often the point of access to postsecondary education and professional career exploration for many ethnic minorities. For example, 54 percent of all Hispanic and 45 percent of all Black enrollments in the postsecondary sector are in two-year colleges. Thus, these institutions must be part of the process of making teaching attractive to students. This paper recommends a commitment from two-year college administrators, faculty, and staff to promote teacher education as a profession. It discusses the role of two-year colleges in encouraging minority students to complete a baccalaureate degreee and the potential for dual admissions programs to effectively enhance minority student transfer interest. Also presented in the paper are descriptions of sample program strategies that might be employed and duplicated to increase the supply of minority teachers. (Author)

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ARTICULATING WITH TWO-YEAR COLLEGES TO CREATE A MULTIETHNIC TEACHING FORCE

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A Paper Commissioned for the American Association of Colleges For Teacher Education's Wingspread Policy Forum, August 5 - 7, 1987, Racine, Wisconsin.

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July, 1987

INTRODUCTION

One of the current educational challenges in America is the maintenance of a quality teaching force. At the root of the complexities and inadequacies sometimes cited about our educational system is a jaundiced perception that the teaching work force is becoming academically lethargic and ill-equipped to handle the challenges of the future. In order to change this perception, the teaching profession has renewed its commitment to excellence and quality in the teaching-learning process. In addition to commitment, the American public is insisting that this teaching force demonstrate that it possesses the competencies, vigor, and diversity in background and experience required to stimulate, and in many cases, rekindle student interest in learning and in demonstrating academic competency.

Successful strategies for increasing the ethnic minority

teaching force must emphasize structural changes in the relationship between educational service providers as key to building a quality teaching force.

The purpose of this paper is to stimulate discussions on the topic of creating a multiethnic teaching force through a presentation of the issues and strategies which must be addressed. Central to the presentation is the proposition that two-year colleges can serve a major role in developing a cadre of non-white teaching professionals.

THE TEACHING WORK FORCE

Current data reveal that our teaching pool is in a state of flux. Significant numbers of teachers are leaving education for better paying jobs, jobs with more prestige and the potential for management training. A growing proportion of this work force is old enough to consider retirement in the next few years. Our inner-city and rural school districts are severely understaffed. Almost one-quarter of all teachers are currently working in subject areas for which they lack certification or even the requisite skills to be eligible for certification (Hodgkinson, 1986). Furthermore, as we look at the projected teaching pool in the next 10 years, statistics, from the American College Testing Program's student profiles, reveal that less than eight (8) percent of the current college-bound population have indicated an

interest in education as a career (ACT, 1986).

MINORITY TEACHER SHORTAGES

In several recent studies it has been reported that the shortage of minority teachers is already at crisis levels. The September/October 1986 Change magazine issue reported that

> "one of the most urgent needs of elementary and secondary education is that for greatly increased numbers of minority teachers. The country will need close to 50,000 new minority teachers a year by 1992. Our colleges now confer only 100,000 new bachelors degrees a year on minority students in all disciplines."

Data from the American College Testing Program's ACT Assessment student profiles (1986) reveal that the majority of these students' planned degrees are in the fields of business, the social sciences, and engineering. Furthermore, it also indicates that there are larger numbers of students in college declaring that they are undecided about their vocational plans than are graduating from health programs, computer and information science programs, and education.

The National Education Association just released a study indicating that Hispanics, Asians, and Native Americans comprise

only 3.6 percent of the teaching force and that the percentage of blacks in the teaching force has dropped from 7.8 percent to 6.9 percent in the last five years.

The trend in the higher education ranks is just as dismal. According to a recent study surveying the efforts of colleges to recruit women and minorities for their faculties, minorities, on the average, make up less than 4 percent of the tenured faculties of major institutions (The Chronicle of Higher Education, July 8, 1987). Even at those two and four-year institutions where minorities are clustered, they tend to hold lower academic rank and be concentrated in the liberal arts or "soft" sciences.

To increase the number of qualified educators whose experiences and backgrounds are reflective of the ethnic and racial diversity of the student populations to be served, certain fundamental changes must occur in the processes used to recruit, retain, and graduate ethnic minorities for the teaching profession. While recent studies and reports have recognized in our educational system the problems which will be intensified by the dearth of minority teachers, few have suggested viable program strategies to increase the minority pool.

TWO-YEAR COLLEGES AS A RESOURCE

Education literature is replete with programs to improve

teacher education and encourage more people into the profession. In A Call for Change in Teacher Education, the authors note that to help overcome the shortage of traditional college-aged students entering teaching and to assist in educational reform, teachers may be recruited from a number of sub-populations, including groups wanting to make mid-career changes and among groups who could not find full time jobs as teachers early in their careers but who want to return to the profession. Solutions to this crisis, as presented in the literature, concentrate on the following: 1) increasing the financial rewards and prestige of the profession; 2) improving the professional image of teaching; 3) empowering the teacher by the reduction of regulations; 4) improving teacher education programs; 5) finding alternative supply pools as indicated in the aforementioned strategies.

Very little of the literature on the teaching force has addressed the role of the two-year college in increasing the supply of teachers, generally, and minority teachers in particular. In overlooking the role of the two-year college in extending the teacher pool, we have naturally overlooked a primary source of minority students. Minorities constitute 21.3 percent of the population as a whole, they constitute 17 percent of two-year college enrollments. At four-year institutions they

are most seriously under-represented at 14.5 percent. On the other hand, 54 percent of all Hispanics and 45 percent of black enrollments in the post-secondary sector are in the two-year colleges (Darling-Hammond, 1985; Wilson & Melendez, 1987). Any significant efforts to increase minority representation, particularly Hispanic and black representation in the teaching force, will necessarily involve significant efforts at the two-year college level. Because of the two-year college commitment to serving students at their point of entry through structured academic and supportive counseling experiences, it certainly is strategically positioned in the educational pipeline for performing a major role in the identification and development of a quality multiethnic teaching force.

Too often, however, ethnic minority student persistence through and beyond the two year college experience is disproportionately lower than their white counterparts (Astin, 1982; Richardson & Bender, 1985). This limited experience occurs because of, real or perceived, academic insufficiencies, lack of financial assistance, concerns about family life or comfort level in the college environment. Yet just as many of the minority students in two year colleges aspire to baccalaureate degrees as their counterparts in four-year colleges and universities. In a country where even traditionally entry-level

jobs are now requiring advanced critical thinking and technological skills, we cannot afford to deny any individual who aspires to a baccalaureate degree a chance to earn one. It is imperative, therefore, that two and four-year colleges invest time, energy, fiscal, and personnel resources in the development of programs and services which will strengthen minority student college persistence. As stated in the AASCU publication To Service the Blessings of Liberty (1987):

> "Responding to the challenges inherent in meeting different needs and developing diverse talents cannot be accomplished by a monolithic design of higher education...No single institution can be expected to offer the complete variety of courses that would permit it to respond to every challenge."

Among the reasons advanced for the disproportionately high numbers of ethnic minority students accessing two-year colleges, first, includes proximity, convenience, and lower cost. Another equally significant reason is the personal nature of the environment. This is an environment which the minority student identifies as being sympathetic to his needs and where he feels he has an opportunity to develop socially and mature psychologically (Nettles, et al, 1984; Fleming, 1984). This

suggests that four-year institutions will have a better chance of successfully attracting and graduating minority students who have first had positive college experience in a more personal environment such as exists in many two-year college settings. It also suggests that four-year colleges, should, therefore intensify their efforts to articulate with two-year colleges.

MAKING TEACHING ATTRACTIVE

The two-year college is exactly the place where concentrated efforts of career counseling coupled with basic skill remediation and developmental education, if necessary, could have the best results with the scores of ethnic minority students uncertain or uncommitted to a particular occupational future. It has been well documented that black and Hispanic students, specifically, are more likely to be undecided students- that is, those students enrolled in college courses but who have no identified program of study- than any other group of students. Black and Hispanic students with undecided (or unclassified) program status rose by 17.7 percent and 23.4 percent respectively between 1978 and 1982, while for whites the percentage was only 4.3 percent (Wilson & Melendez, 1986).

Dale Parnell states in The Neglected Majority, that,

> "The most serious educational tension is a self-induced program fragmentation that focuses primarily on either an academic or a vocational education. For those students who do not fit comfortably into either one or the other, we offer an unfocused general education track (usually) leading to nowhere."

This general education track provides the educational system with one of its best opportunities to attract the most talented of the undecided students. Offerings in the general studies areas should be as academically rigorous as the best of curricular offerings from the liberal, practical, and vocational programs. While two-year colleges must continue to address the needs of underprepared students, it must guard against lowering standards to accommodate those with non-academic career aspirations and lower expectation levels. It must ensure that students receive the highest quality general education and acquire the skills and knowledge they need to be effective transmitters of values. If minority teachers are to begin their education at the two-year college, then those first two years of education whether in a discipline major or general studies, must possess the rigor necessary for creative thought and the academic parity expected by the receiving college or university.

To assist these undecided students with making definitive

career choices, the two-year colleges should require that the students take a career exploration study and include teaching as an important option. Furthermore, job fairs should be designed to include the best of role models and representatives from the field of teaching and teacher education.

Several studies have indicated that role models play a major, if not determinant, role in the careers that students eventually choose. Bearing this in mind, then it also stands to reason that minority students should be provided the best role models in the classroom that we can find. If we are to attract minorities in significantly increased numbers into the teaching force we need to be fully aware of the relationship between what students perceive as the worth of the teacher role model and their subsequent choice of teaching as a career. If therefore, their teachers are incompetent, uncaring, or incapable of providing direction, then the students are being provided with disincentives for considering teaching as a profession.

Concurrently, if institutions are to recruit minorities in larger numbers for teacher preparatory programs, recruitment efforts will have to be closely linked to financial assistance. Between 1980 and 1983, the percentage of all income garnered by the lowest fifth of households dropped from 4.9 percent to 4.7 percent, while the cost of education increased by 11 percent. We

know that minorities are disproportionately represented in the lowest fifth of all households. While, from 1978 to 1982, the number of students enrolling in college for the first time decreased 16.8% for families with incomes under $10,000.00, blacks, for instance, in the same income category experienced a 30.6 percent decrease in college enrollments (Wilson & Melendez, 1986).

Two-year colleges have a unique position in higher education since they are umbilically attached to the secondary schools and to the universities. Much of the so-called reform crisis in the two-year college is a direct result of the tension created by this uncertain status. Yet the tension has given rise to a dynamic institution, the raison d'etre of which is providing access to higher education. Like the teacher in the K-12 school system, the two-year college faculty member teaches, but also synthesizes knowledge using the research methodologies of the faculty from the research university. The two-year college classroom provides the instructor the opportunity to function as a role model who encourages students to choose teaching as a profession. This must be emphasized and become part of the reward system in the two-year college.

Outstanding teaching must be a major consideration in decisions about tenure and salary increases. Beyond that, staff

development plans ought to reflect the importance accorded teaching. This is not to say that community college faculty need not research. However, synthesizing research findings to improve their teaching performance levels may be a more beneficial use of time than basic research.

If two-year colleges are to function as vehicles for increasing the pool of ethnic minority teachers then they must be part of the process of making teaching attractive to students. This will employ three separate strategies: 1) a commitment from counselors to promote transfer and, then, teaching as a future profession, 2) recruitment of non-white and white two-year college teachers to serve as role models and advocates of a multiethnic society, 3) exposure to education courses at the community college level.

In order for counselors to guide students toward careers in teaching, the two-year college has to define teaching as an emerging growth industry in much the same way that it did for computer education in the early eighties. The ever-expanding mission of the two-year college must be broadened to include teacher preparation. This means that two-year college presidents and Boards of Trustees, particularly those situated in areas of most intense shortages of minority teachers, will have to be made fully aware of the need for minority teachers and encouraged to

respond to this need with the necessary programmatic changes. This must be done with a good deal of sensitivity to the traditional role of the state teacher college which may see the two-year college as a rival for student enrollments. It is important to stress that the two-year college will be developing new populations not drawing from the population currently enrolling at the state teacher education institutions.

There is another responsibility, however, that the two-year college faculty need to undertake; that is, in pressing for research universities to provide, in an integrated form, a relevant historical basis for the minority students they educate. If the two-year college must be responsible for providing the general education or liberal arts bases of higher education to potential minority teachers, then part of that responsibility must be to show those minorities the role they have played in history. We cannot afford to continue to educate minorities for marginal roles in society. Courses with titles such as "Western Civilization" need to reflect the true diversity of that civilization and the significance of all groups within it. This may appear to be tangential to the act of good teaching, but it is quite relevant because it is a significant part of the teacher's responsibility for creating an intellectual environment within which that minority student feels comfortable

and stimulated.

While this paper does not advocate that the two-year college go into the business of teacher education, some education courses will need to be offered at the two-year college if it is to encourage students to enter the profession. Again, the exact configuration of courses would be a matter to be worked out jointly by the two-year college and teacher education college so as to ensure continuity in the students' programs. This procedure would be different from traditional articulation agreements, with more attention paid to integrity and compatability of courses. The primary difference would be the degree to which faculty in both institutions would create interactive academic structures.

One critical area of importance to be considered in designing these strategies is whether or not competency testing will keep minorities out of the teaching force. There is no question that tests have had a differential impact on majority and minority groups, with disproportionately high numbers of minorities being excluded from the classroom because of their inability to pass the tests. Although there is no clear evidence that performance on competency tests translates into classroom performance, too many minority students are failing teacher certification tests. While not the single cause of minority

student failure in this area, unfamiliarity with test-taking procedures is a possible reason for the high non-white failure rates. To correct this, two-year college faculty should design courses to improve test-taking competencies, and test-taking could be an integral part of all courses. Students so exposed to testing would find the subsequent demands at the teacher education institution less tramatic (J. Owens Smith, 1984).

EXAMPLES OF WORKING PARTNERSHIPS

A number of programs are being developed across the country to address the role two-year colleges can play in collaborating with other entities toward developing a multiethnic teaching force. Although a comprehensive collection of existing programs could not be presented in this document, we have selected three program models to highlight possible approaches which can be used to strengthen the ethnic minority rank in our teaching profession.

AACJC/CCSSO Concept

The American Association of Community and Junior Colleges (AACJC) and the Council of Chief State School Officers (CCSSO) have developed a conceptual model proposing a joint project that would focus on

attracting teacher candidates from urban areas in a ten state region.

The process proposes selecting promising teacher candidates during the junior year of secondary education and structuring the student's educational programs through the two and four-year college experiences so that there is continuity and transferability between basic education and teacher education preparation.

Central to this proposed process is the selection of a mentor teacher from the candidates' secondary schools. This mentor teacher would serve a pivotal role in counseling, providing academic and personal support, in monitoring post-secondary program and certification guidelines, and as the master teacher when students take their field-based teacher training.

This process also requires the cooperation of four tiers of educational structures: state departments of education, the secondary school system, the two-year college, and the four-year college or university. As the central coordinating body of this four-tiered collaborative group, the state educational agency would be responsible for strengthening agency articulation agreements to assure that all barriers to students

financing this education, transferring, obtaining, certification, and final job placement are removed.

Minority Teacher Preparation Program

One component of the dual focused minority demonstration retention project at the University of Wisconsin-Whitewater is the Minority Teacher Preparation Program (MTP). MTP is designed to provide academic and personal support to minority students with declared majors in education. There are two targeted groups sought by this program: the traditional four-year college minority freshman and minority transfer students from an area two-year college, the Milwaukee Area Technical College (MATC). The intended outcome of this collaborative effort is to improve the rate of transfer and the rate of successful completion of teacher education programs of minority students in the Wisconsin system.

The cooperative agreement between the University and MATC is based on the following:

- A commitment to assist two-year college students interested in teacher education in the completion of an Associate of Arts degree.
- Intensified academic and financial support for

these students.

- The development of compatible criteria between the academic courses taken at MATC and the transfer requirements for the Bachelors of Science in Education degree at the University of Wisconsin-Whitewater.
- Dual admissions to both institutions (for record-keeping purposes) as long as the student declares a teacher education major, follows outlined program of study, and obtains passing grades.
- Strengthening students' interactions with successful minority educators and educational administrators in seminars and classroom settings.
- Increasing minority student eligibility for teacher certification and teaching positions in the state of Wisconsin.

Project SELECT (Search for Excellent Leaders to Enter Careers in Teaching)

In White Plains, New York there is a FIPSE-funded three-way collaboration between the White Plains public schools, Westchester Community College (WCC), and Pace University. The two-year college is the central figure in

this cooperative, working with both of the other systems to recruit potential teacher education candidates from the traditional-aged college bound population and among older adults who are seeking to make mid-life career changes. Because many of the students in Westchester who enroll in the two-year college come from non-traditional backgrounds, the two-year college is especially interested in attracting these persons to their program.

Outstanding components of this project include the development and team teaching of a course titled "Introduction to Schools and Teaching", an interschool collaboration between WCC and Pace to match academic program courses and requirements, and as an offshoot of the core project, the development of student teaching centers.

CONCLUDING OBSERVATIONS

As exemplified by the three approaches just presented, there are some common components to proactive partnerships between various educational sectors in creating a multiethnic teaching force that warrant further elaboration. The discussion that follows will provide a brief overview of these components: a supportive college environment, a dual admissions process, a supportive career decision making environment, and adequate

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financial aid support.

A Supportive College Environment

It will do little good to be able to recruit minority students if we do not create an environment within which they can learn, grow, and mature. According to Jacqueline Fleming the problem for black students in most predominantly white institutions is one of "institutional abandonment, isolation and bias in the classroom," (1984) and this leads to a negative influence on cognitive development. In the creation of articulation agreements, both two and four-year institutions need to examine their inter-personal environments closely and strive to provide a wider network of supportive relationships which will permit cognitive growth. This means that minority student must have opportunities to create friendship circles, to participate in the activities of the campus and to feel some sense of progress and success in their academic endeavors.

The Dual Admissions Concept

The articulation strategy which promises to be most productive is the dual admissions process. Under this arrangement students would simultaneously enroll at the two-year college and in a teacher education program at a four-year

college. The two-year college would report student progress to the four-year college and the student would be treated as a member of both institutions. If the colleges are in close proximity then visits to activities and classes could be arranged. At the completion of the associate degree the student would be guaranteed "transfer" for the final two years of his program.

Unlike the traditional transfer student, the dual admissions student would already be familiar with the environment and personnel of his new college. The lack of continuity caused by differing calendar systems, size of campus, amount of faculty/student interaction, curriculum, pedagogy, and withdrawal policies (Kissler, 1981), which can be calamitous for transfer students, would be considerably reduced.

With regards to the dual admissions process, the traditionally black institutions (TBIs) deserve special mention since they have a major role to play in the revitalization of the minority teaching force. Teacher education has traditionally been a large part of the curricular offerings of these institutions, although they experienced dwindling enrollments between 1976 and 1981 (Wilson & Melendez, 1986). Because the missions of the TBIs and the two-year college are so closely aligned, a cooperative dual admissions program between these two

entities would probably be quite effective. The two-year college could in fact become the outreach center for the financially strapped TBIs by recruiting locally but with the student looking towards the four-year institution from the beginning. The two-year college on the other hand, would improve its transfer record and both would begin to develop common curricular characteristics which would facilitate student transfer. The primary challenge is to increase the number of academically talented students going into teacher preparation programs and both institutions could make this a necessary tenet of their recruitment philosophy. Articulation agreements between TBIs and two-year colleges are increasingly being developed by institutions across the country.

A Supportive Career Decision Making Environment

Ultimately, many career choices are either already made or eliminated in the pre-collegiate stage of the educational pipeline. Disproportionately large numbers of minority students have difficulty getting through the educational pipeline. For some minorities, the difficulty in succeeding through the pipeline occurs in the elementary grades where they do not acquire basic skills and educational discipline. For some others, the difficulty occurs at the secondary level where the

important parallels between curriculum objectives and future career objectives are not made and the outcome is the absence of proficiency in core academic subjects (English, science, mathematics, and social sciences). Part of the solution to the lack of minority teachers lies in providing a sense of continuity in these students' lives. If educators will develop program and counseling strategies that provide a sense of certainty about the future early in students' development, it is possible that we may be able to influence student career decisions.

Two-year colleges have traditionally developed strong recruiting relationships with schools in their service area. They have been less successful at influencing types of student learning in the schools. Yet, given their proximity and the areas of curricular overlap created by the need to remediate students, two-year college faculty are ideally situated to work with junior high and high school teachers in order to create greater awareness of what minority students need to succeed in the collegiate stage of the pipeline.

They can also begin recruitment for teacher education programs jointly with the four-year institutions in the seventh grade so that students select appropriate courses in the junior high school. We recognize that two-year colleges inherit, but

can do little to change, social or economic conditions. But they can, along with the teacher education institutions, assist the schools in improving instructional approaches and curricula, thereby increasing the potential number of minorities that not only graduate from high school but are encouraged to enroll in college.

Financial Aid Services

It is no secret that minority enrollment in college and the availability of financial aid are positively correlated. We also know that a large percentage of high school students who express interest in teaching as a career are from low-income families (Witty, 1986).

Significant numbers of minorities will not be attending college without substantial financial aid. Therefore, this fact must be preeminent in the plans to attract minorities to teacher preparation programs. Financial aid officers from both two-year and four-year colleges must work cooperatively in planning the aid packages of prospective students.

While four-year institutions and high schools are indeed significant in helping to create a pool of minority teachers, partnerships with the two-year college deserves special

attention and encouragement. The combined factors of financial accessibility, geographical proximity, and programmatic and scheduling flexibility make the two-year college a major resource within which we can best foster ethnic minority talent for the teaching profession. This resource will only be effectively utilized in comprehensive articulation agreements with other education service providers.

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